|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **3D shapes-video**  **How we organise ourselves** | | | | | **Driving  Supporting xDiscipline-Specific** | | | | |
| **Modality**  **x****Visual**  **x****Kinaesthetic**  **x****Auditive** | **Style**  Mastery  **Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **Formative** Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **Kinaesthetic**  **Logical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Names 3D shapes (cube, rectangular prism, sphere, cylinder and cone). | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:** computer,wood 3D shapes, plasticineand pencil | | | | | | **Grouping**  Individual  Pairs  **Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 26**  **March the 5th to march the 8th** | | | **Time: Agenda time** | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Show the 3d shapes and review the names for each one of them. | | | | | | | | | | | |
| **Main Activity: Play the video found on the following link:** [**http://www.youtube.com/watch?v=DjTOWt2hqSg**](http://www.youtube.com/watch?v=DjTOWt2hqSg) **(edges, faces, vertices in 3D Shapes-www.makemegenius.com series of education videos on maths) and let children watch the first part first. Ask children: What shape was that? What was the teacher explaining to us about the cube? Let children get a wood cube (or other shape) and play the video again, so they can follow the instructions and mark the edges on the cube using the plasticine. Do the same for the faces, vertices and edges. The idea is to continue during Agenda time with all the shapes.** | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |